



SOUTHWARK INCLUSIVE LEARNING SERVICE (SILS) Accessibility Plan



This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school, for example the School Offer and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

As SILS is a pupil referral unit (school) for pupils excluded from mainstream schools because of their challenging behaviour and social, emotional, or mental health needs; **the school already has in place:**

- Programme of training for teachers on strategies for working with children with SEND and SEMHI
- Staff that have additional qualifications and experience to be able to use SEN software as appropriate
- Programme of training and support for Teaching Assistants in supporting children with SEND (including training and supervision delivered by educational psychologists)
- Process of planning for school trips and journeys to ensure the inclusion of all / any pupils with a SEN/ disability ensuring that these pupils can participate on the trips (including dynamic risk assessments).

Access to the Physical Environment

KS4 Porlock Hall Premises – it is noted that the 1960s design limits physical access to all levels of the building for people with disability.

In spite of the restrictions imposed by the structural design, efforts continue to be made to improve the physical environment of the school, to improve access and facilities for all members of the school community.

Actions taken include:

- Disabled access on the ground floor with installation of wide doors to the main school entrance
- Increased staff awareness of co-ordination, mobility support and sensory needs of students so that they can be supported, according to their needs
- Improved signage for people with a visual impairment
- Possibility of a new build at KS4, as part of the Porlock/Beormund mixed use re-development project being explored by Southwark Regeneration Team

KS3 Davey Street Premises -

- The new build completed July 2020 provides full access to all areas for people with SEN and disabilities
- The build design and layout enable access, with effective/ soft lighting and furnishings, wide doorways and corridors
- Lift access provides access to the first-floor areas

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has in place:

- Arrangements for liaison with the Speech and language team from Guys & St Thomas's to assess, support and train staff (teaching and non-teaching) in strategies for working with and adapting work for pupils with language deficits and impairments
- Provision for parents and carers to have access to information about organisations and groups, who can support families of children with SEN and disabilities, e.g. Southwark Information and Advice Support Team (SIAS), school nurses, etc.
- Mechanism for updating parents on changes to the curriculum and / or information on pupil progress, via written letters, the schools website and termly newsletters

Further information and advice

http://www.2.southwark.gov.uk/info/200279/parenting_support_and_courses/1700/southwark_information_advice_and_support_team_sias

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Access to the physical environment at KS4

Area	Current barrier	Objective	Actions	Timescale
Classrooms and corridors	Children with disabilities may find aspects of the environment affect their ability to learn e.g. light intensity in rooms, noise levels at lesson change overs, etc.	Identify and seek to address those barriers to learning	Investigate the impact of layout, environment and lighting on children with specific additional needs.	Spring term 2020/21
Offices and reception	The reception areas at KS4 does not have access for wheelchair users	To provide full access for wheelchair users	At KS4 – consider wider doors to the head of school’s office on the ground floor to facilitate access	Autumn / Spring 2021
Corridors and stairwell	Some signage are difficult for people with a visual impairment to read	Improve visibility of signage	Review and improve, where necessary, signage for people with a visual impairment	Immediate

Access to Information

Area	Current Barrier	Objective	Actions	Time-Scale
Communication with Parents	Some parents are not able to access the information sent out by school	To ensure that information the school provides is available to all parents	All letters from school to be written in plain English and printed in Arial font 12 (larger font to be provided on request). The school’s newsletters published on the website	Immediate – Autumn 2020
Website	Not all parents appear to be able to access information on the school website www.silsschools.org	To identify what the barriers are and seek to remove them	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Spring Term 2021